Reading Strategies

Suggested Grade Level(s): All Grade levels from 7-12

Estimated class time: 45 minutes

Summary

The students will use different strategies from the Reading Apprenticeship philosophy in order to read and understand the concepts presented to them in the "Cosmic Times". The first one, called "Talking to the Text" (T2T), is an independent strategy in which the students write down their thoughts as they are reading the material. In the second strategy, the students pair up and help each other read and understand the concepts they are reading through reciprocal teaching.

Objectives

• The students will use Reading Apprenticeship strategies in order to identify and describe the content of the "Cosmic Times" newspaper articles.

National Standards

National Science Standards

NS.5-8.7 HISTORY AND NATURE OF SCIENCE

As a result of activities in grades 5-8, all students should develop understanding of

- o Nature of science
- o History of science
- NS.9-12.7 HISTORY AND NATURE OF SCIENCE

As a result of activities in grades 9-12, all students should develop understanding of

- o Nature of scientific knowledge
- Historical perspectives

National Language Arts Standards

(From the National Counsel of Teachers of English)

• NL-ENG.K-12.3 EVALUATION STRATEGIES

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Knowledge Prerequisites

The students should be able to summarize reading material.

Teacher Background

The teacher should have experience working with reading apprenticeship strategies. They can access ideas and concepts from reading apprenticeship through educational resources online, in textbooks, or through materials from the administration. Some of these include:

- Reading For Understanding: A Guide to Improving Reading in Middle and High School Classrooms. (Editors) Ruth Schoenbach, Cynthia Greenleaf, Christine Cziko, Lori Hurwitz; 1999, Jossey- Bass. http://www.wested.org/cs/sli/print/docs/sli/home.htm; http://www.wested.org/cs/sli/query/q/1351
- Building Academic Literacy: An Anthology for Reading Apprenticeship. Audrey Fielding (Editor), Ruth Schoenbach (Editor), April 2003, Jossey-Bass.
- http://www.mciu.org/mciu23/cwp/view.asp?a=620&Q=436817&PM=1&mciu23Nav=%7C6509%7C
- http://www.bucksiu.org/profdev/apprenticeship/index.cfm
- http://www.pdkintl.org/kappan/k0310sch.htm

Materials

• "Cosmic Times" newspapers; sticky notes for talking to the text (if needed)

Procedure:

I. Engagement

Ask the students some strategies that they use to help them understand the material that they read for class. Students may be familiar with formal strategies such as SQ3R (Survey, Question, Read, Recite, Review) and suggest those strategies. Students may have simple suggestions such as rereading the material or highlighting important information.

II. Exploration

Explain to the students that they are going to learn some different reading strategies to help them understand the material presented in the "Cosmic Times."

Ask the students who is the best person to teach them reading. They may respond with the English/Language Arts teacher. Then ask them who is the best person to teach them how to read science, for example, the content in their science book. The answer is the science teacher. Explain to them that because they are in *Science Class*, the best person to teach them how to read *Science* is their science teacher because they are experienced in this subject. Once they make this connection, they will understand why sometimes it is easier to read literature in English than to read about scientific concepts such as energy and motion in a physics textbook or dark energy in an astronomy textbook.

III. Explanation

1) Introduce the **Reciprocal Teaching*** strategy first. Use the attached explanation for reciprocal teaching to explain to the students. Tell the students that they are to pair up when

- they read by reciprocal teaching. Students should be paired as partner A and partner B for reading their content and follow the directions as explained.
- 2) Now introduce the second strategy **Talking to the Text** (**TttT**). This is an individual experience in which the students are invited to write their thoughts on the text as they read. For the "Cosmic Times" they should have copies so that they are free to make comments in the margins and free spaces. They should write down questions, connections, puzzlements, and responses on the text. Please see the attached sheet for an example.

It is important to provide the students with an opportunity to share their reading experiences with others. Put them in pairs or small groups to share their different markings, debrief the experience, and discuss the text itself.

(These strategies are used all over the world in a variety of ways. If you are not sure how to implement specific parts of each strategy, then test it in your classroom to see what works best for YOUR students. For example, teachers and students often ask during reciprocal teaching if they should have the students read the same paragraph out loud or silently when doing this strategy. The answer to that question depends upon the teacher. If the students can handle reading out loud in the classroom and it works better for them, then go with that. If it is a Friday afternoon and the students are filled with too much energy, have them read the paragraphs silently before summarizing and checking together.)

These strategies can be used for any of the Cosmic Times Articles, not just he 1965 Edition of the Cosmic Times.

IV. Evaluation

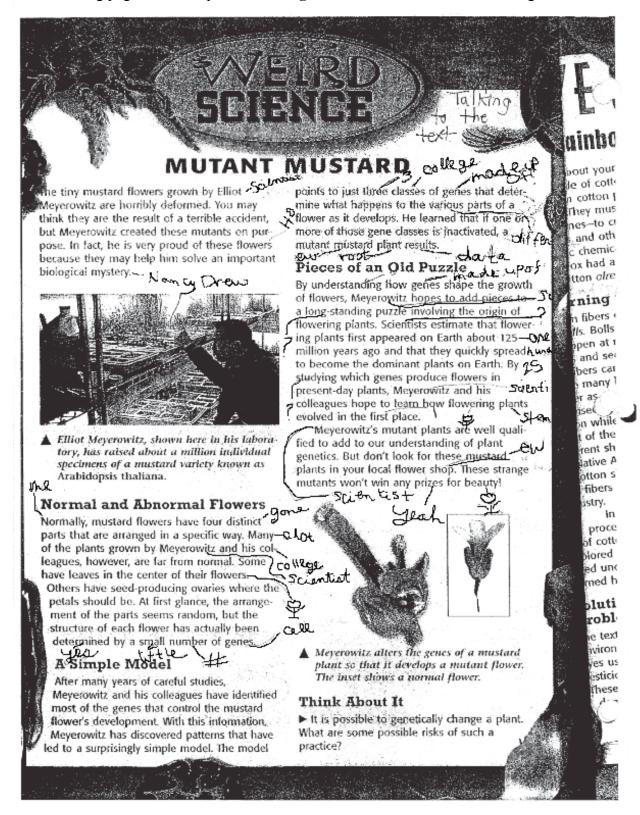
Check the students' newspaper articles to make sure that they are making comments as they "talk to the text." You can grade the students based on how well they are able to make connections through their comments on their articles.

Reciprocal Teaching

- 1. Assign pairs as partner A and partner B.
- 2. Tell them to read so that they are prepared to summarize and/or connect.
- 3. Both partner read <u>same</u> paragraph.
- 4. One student summarizes and/or connects.
- 5. Other student "checks and perfects." For example:
 - I agree with you because....
 - I can add...,
 - A question I have...,
 - This also connects to...
- 6. Individually students summarize their understanding. (Optional)
- 7. Switch roles. Repeat steps 3, 4, 5, & 6.

*Palincsar (1986): Reciprocal Teaching.

The following pages are examples of **Talking to the Text** in the Science and English Classroom.



Old Man Poem - Text

of pueblos,3 four names san juan, santa clara, and even santo domingo, and his family, he would say, came from there: some of our blood was here, bloodshed violenec he would say, before the coming of coronado,4 other of our blood came with los españoles,5, Spen'sh and the mixture was rich, though often painful ... - Pring of cultures by reproduction, man, some forced old man, who knew earth by its awesome aromas chiles are so provalent in thes culture and who felt the heated sweetness of chile verde⁶ gone into dust is your body -inuges. of created estes in a mindsoul touched by you ... passing on legacy of grand father Old Man . . . 3. pueblos (PWEHB-lohz) n. pl. towns, villages; also people or nations. The reference here is to Native American pueblos in central and northern New Mexico. coronado (koh-roh-NAH-doh) Francisco Vásquez de Coronado,

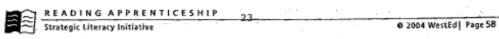
Mexican American Literature, edited by Virginia Sceley, Globe Book Company, NJ, 1993.Permission pending from Copyright Clearance Center.

Spanish explorer in the 1500s who led an expedition into what is

los españoles (lohs ays-pahn-NYOHL-ays) n. pl. the Spaniards

chile verde (CHEE-lay VAIR-day) green pepper

now Arizona and New Mexico



The following are some additional reading strategies that can be used in the classroom in addition to the Talking to the Text and Reciprocal Teaching.

1 Sentence, 1 Paragraph

- Read a passage identifying (underlining if possible) the main ideas
- Teacher summarizes the first paragraph in one sentence modeling metacognitively how she did it
- Develop groups to share what they thought was important in the next paragraph.
- The group develops a consensus by talking about the main ideas and looking for similarities.
- Hear as many sentences as time allows and place a group's sentence under your sentence.
- Repeat until all paragraphs are covered.
- Read the paragraph created by appending each sentence and discuss if this is an effective summary. Return to group and share abstract that they have done.

25 Word Abstract

- Read a passage highlighting in 1 color the main ideas
- Mark up the words not known in another color or pencil/pen
- Develop groups of to share words they don't know and help one another.
- Teacher may want to step in here and do a check on key vocabulary pieces. Don't allow negative transfer.
- Then the group develops a consensus by talking about the main ideas and looking for similarities.
- Individually construct own 25 word abstract.
- Return to group and share abstract that they have done. Edit the 25 word abstract as an individual

SQ3R

Survey, Question, Read, Recite and Review (Robinson, 1970)

- Survey (1 minute): Before beginning reading look through the whole chapter. See what the headings are -- the major ones and the subheadings; hierarchical structures seem to be particularly easy for our brains to latch onto -- check for introductory and summary paragraphs, references, etc. Resist reading at this point, but see if you can identify 3 to 6 major ideas in the chapter.
- Question (usually less than 30 seconds): Ask yourself what this chapter is about: What is the question that this chapter is trying to answer? Or -- along the curiosity lines -- What question do I have that this chapter might help answer? Repeat this process with each subsection of the chapter, as well, turning each heading into a question.
- Read (slower for some of us than others!): Read one section at a time looking for the answer to the question proposed by the heading! This is active reading and requires concentration so find yourself a place and time where you can concentrate.
- Recite/write (about a minute): Say to yourself (I do this out loud so I have to study where I don't embarrass myself) or write down (I sometimes do this in the margins of the book itself) a key phrase that sums up the major point of the section and answers the question. It is important to use your own words, not just copy a phrase from the book. Research shows that we remember our own (active) connections better than ones given to us

- (passive), indeed that our own hierarchies are generally better than the best prefab hierarchies.
- Review (less than 5 minutes): After repeating steps 2-4 for each section you have a list of key phrases that provides a sort of outline for the chapter. Test yourself by covering up the key phrases and seeing if you can recall them. Do this right after you finish reading the chapter. If you can't recall one of your major points, that's a section you need to reread.